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Module 6B

Grade Two Thematic Beyond Canada



**Home Instructor's Guide: Days 10-18
and
Assignment Booklet 6B**



Learning
Technologies
Branch

Alberta
LEARNING

Grade Two Thematic
Module 6B: Beyond Canada
Home Instructor's Guide: Days 10-18 and Assignment Booklet 6B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Module 6B: Beyond Canada

Reading Resources

The following books are suggested reading resources for the days listed. If possible, obtain one or more books from each category. Any of the read aloud books can be shared with the student during Story Time.

Day 10

Books to Be Read Aloud

Lon Po Po: A Red-Riding Hood Story from China by Ed Young
The Mountains of Tibet by Mordicai Gerstein
Mufaro's Beautiful Daughters by John Steptoe

Books to Be Read Alone or with a Partner

Cat and Rat: The Legend of the Chinese Zodiac by Ed Young
The Chinese Mirror by Mirra Ginsburg
The Cricket Warrior: A Chinese Tale by Margaret and Raymond Chang
The Song of Mu Lan by Jeanne M. Lee

Day 12 and 13

Books to Be Read Aloud

The Fish Princess by Irene N. Watts
Hansel and Gretel by Ian Wallace
Little Fingerling: A Japanese Folktale by Monica Hughes

Books to Be Read Alone or with a Partner

Pizza for Breakfast by Maryann Kovalski
The Rainbow Fish by Marcus Pfister
Swimmy by Leo Lionni

Day 14

If possible, obtain at least one version of the fairy tale about the golden fish for Day 14. Some examples are the following:

The Fisherman and His Wife: A Brand New Version by Rosemary Wells
The Magic Gold Fish: A Russian Folktale by Demi
Fisherman and His Wife by Brothers Grimm
The Magic Fish by Freya Littledale
The Three Wishes: An Old Story by Margot Zemach

Day 16 and 17**Books to Be Read Aloud**

The Emperor Penguin's New Clothes by Janet Perlman

Frog Prince Continued by Jon Scieszka

Rumpelstiltskin by Marie-Louise Gay

Snow White in New York by Fiona French

Books to Be Read Alone or with a Partner

Bunny Play by Loreen Leedy

Cinderella Penguin or, The Little Glass Flipper by Janet Perlman

8 O'Cluck by Jill Creighton

The Giant's Toe by Brock Cole

Daily Summary**Day 10****Materials You Need Today**

General Supplies

- box containing required materials

Calendar Time (if you are continuing with this activity)

- current month's calendar and other materials

Math Time

- Grade Two Mathematics program

Journal Time

- journal

Language Arts

- Collections: Tales Near and Far*
- gift wrapping paper

Silent Reading

- books, magazines, or other favourite reading material

Social Studies

- Thematic Assignment Booklet 6B
 - Day 10: Assignment 1

continued . . .

Looking Back

- Thematic Assignment Booklet 6B
 - Day 10: Learning Log

Story Time

- mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

If your student has mastered the months of the year and the days of the week, you may wish to shorten the time spent on calendar activities or go directly into the day's lessons.

Follow the daily procedure from previous modules if your student needs practice with the skills. Calendar Time will continue to be cited in the Student Module Booklet and Home Instructor's Guide with a generic statement to follow the previous routine.

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 10 in the math program.

Journal (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the selection “The Legend of Hua Mu-lan.” For the research report about a Chinese custom or festival, information can be found on the Internet. Visit the following sites:

- <http://chineseculture.about.com/culture/chineseculture/cs/customs/index.htm>
- <http://www.c-c-c.org/chineseculture/festival/festival.html>

You can also do a search by going to www.yahooligans.com. Use keywords such as *Chinese customs* or *Chinese festivals*.

Print the module number and day (M6D10) on the customs or festival report for submission to the teacher on Day 18. Make sure the student's name is on it.

Enrichment (optional)

The student can do any one or a combination of the following activities:

- Make finger puppets for the main characters in “The Legend of Hua Mu-lan” and retell the story as a puppet play.
- Act out a scene from the tale “The Legend of Hua Mu-lan” and have you (the home instructor) guess which one it is.

- Pantomime the characters' actions and emotions as you read or tell the tale.
- Play the roles of the characters using simple costumes and props.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

Today's words are *top* and *turned*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 20–30 minutes)

Dictate the sentences in the Student Module Booklet to the student.

Social Studies (Time recommended: 60–90 minutes)

The student compares life in a Chinese community to his or her own.

Print the module number and day (M6D10) on the list of questions for submission to the teacher on Day 18. Make sure the student's name is on it.

Assignment Booklet: The student responds to questions about a Chinese community and compares it to his or her own.

Enrichment (optional)

The student may do either of the following activities:

1. Mu-lan asked for a camel in the tale "The Legend of Hua Mu-lan." Ask the student why Mu-lan would want a camel instead of a horse. The student could research camels to find out why people use them.
2. The student may be interested in doing research about Chinese music, pandas and other animals that live in China, and the climate and environment of China. The student may then compare the findings with what he or she knows about Canada. Ask the librarian in the local library to help you search for resources. Also, visit the Internet and search for sites about China.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 10.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 11**Materials You Need Today****General Supplies**

- box containing required materials

Calendar Time (if you are continuing with this activity)

- current month's calendar and other materials

Math Time

- Grade Two Mathematics program

Music and Movement

- CD player
- Music and Movement in the Classroom* CD #1
- Music and Movement in the Classroom* booklet

Language Arts

- Thematic Assignment Booklet 6B
 - Day 11: Assignment 2

Journal Time

- journal

Silent Reading

- books, magazines, or other favourite reading material

Social Studies

- Thematic Assignment Booklet 6B
 - Day 11: Assignment 3

Looking Back

- Thematic Assignment Booklet 6B
 - Day 11: Learning Log

Story Time

- mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing the activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 11 in the math program.

Music and Movement (Time recommended: 20–30 minutes)

Consider playing “B-A Bay” as the student sings to it a few times today and on Day 12 as a break. Perform the stretching exercises from Day 1 as a break today and on Day 12.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the selection “The Red Uniforms.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “The Red Uniforms” in the Reading Response section of his or her journal.

Submit the picture of the student’s favourite part of “The Red Uniforms” at the end of Day 18. Print the module number and day (M6D11) on it.

Assignment Booklet: The student writes sentences using words from the selection.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Dictate the sentences in the Student Module Booklet to the student.

Social Studies (Time recommended: 60–90 minutes)

The student learns about life in a rural community in India.

Nita's Community in India

India is a large country with tall, snow-covered mountains, dense jungles, flat farmland, sandy deserts, and green valleys. Many people live in cities, towns, villages, and farms. People in India meet their needs in a variety of ways. They have many different kinds of homes, schools, occupations, and activities.

Nita lives in a small farming community that is far away from the nearest town. The land around Nita's village is flat. The weather is usually warm and it is often hot. Most of the year it is dry, but in two seasons there are very heavy rains.

The walls of Nita's house are made of clay blocks. The roof is made of wood and straw thatch. The small windows have no glass in them, so a breeze blows through the house. Many people live in Nita's house. Her parents, her sister, and her little brother live there, as well as two grandparents.

Everyone in Nita's family has a job to do. The women work together to cook the meals, bring water from the village well, and look after the children. Nita likes to go to the river to help with the laundry. It is a good place to meet friends.

Nita's mother cooks dinner for the family. She uses a fire. Her grandmother helps cook chapattis, thin breads made from wheat. Nita's family enjoys dinner. Rice, chapattis, and yogurt are eaten at most meals. Some of the food is hot and spicy. Nita's favourite food is rice and vegetables.

Nita's father plows the fields. The animals pull the plow and Nita's father walks behind it. Working in the fields can be hot and dusty. Once the fields are ready, they are flooded to help the rice grow. People from the village work together to pump water for the rice fields. In Nita's village, animals help to do the work. Everyone in Nita's family helps to work in the rice fields. The work is hard.

Nita walks with her brother and sister to school in their village. The school has only two rooms. There are not many books, so everyone shares. Nita is happy when the teacher lets them sit outside under the trees. After school, Nita and her friends like to play games outside. Nita and her cousin play marbles. Nita's brother likes to spin tops. Nita does not have a TV in her house. Sometimes her family goes to the community centre in the village to watch TV or a movie.

Many languages are spoken in India. The most common of the official languages is Hindi. The official working language, however, is English.

Print the module number and day (M6D11) on the picture of the student helping at home for submission to the teacher on Day 18. Make sure the student's name is on it.

Assignment Booklet: The student completes a web about how needs are met in an Indian community.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 11.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 12**Materials You Need Today****General Supplies**

- box containing required materials

Calendar Time (if you are continuing with this activity)

- current month's calendar and other materials

Math Time

- Grade Two Mathematics program

Journal Time

- journal

Language Arts

- Collections: Tales Near and Far*
- a newspaper
- Thematic Assignment Booklet 6B
 - Day 12: Assignment 4

Silent Reading

- books, magazines, or other favourite reading material

Phonics

- Thematic Assignment Booklet 6B
 - Day 12: Assignment 5

Social Studies

<input type="checkbox"/> unsweetened coconut milk	<input type="checkbox"/> two medium cucumbers
<input type="checkbox"/> long-grain white rice	<input type="checkbox"/> fresh or dried mint
<input type="checkbox"/> vegetable oil	<input type="checkbox"/> cumin powder
<input type="checkbox"/> raisins	<input type="checkbox"/> mango puree
<input type="checkbox"/> slivered almonds	<input type="checkbox"/> sugar
<input type="checkbox"/> onion	<input type="checkbox"/> ice cubes
<input type="checkbox"/> plain yogurt	

continued . . .

Looking Back

- Thematic Assignment Booklet 6B
 - Day 12: Learning Log

Story Time

- mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 12 in the math program.

Journal (Time recommended: 15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the selection “A Fairy Tale Comes True.”

Print the module number and day (M6D12) on the picture from the article for submission to the teacher on Day 18. Make sure the student’s name is on it.

Assignment Booklet: The student writes sentences using words from the selection.

Words I Use Often (Time recommended: 10–15 minutes)

Today’s words are *learn* and *point*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Spelling (Time recommended: 10 minutes)

Take a few minutes to review the six module spelling words presented in Day 3: *thing, hear, whole, heard, toward*, and *five*. When practising spelling words, there are several techniques you can use. You may experiment with various procedures to see what works best for the student. The student may, for example, learn best when using a visual method rather than a “sounding out method” or the other way around.

Use the “look-say-cover and see-write-check” method introduced in Module 1, Day 2, when learning new words. It has appeal and benefits many students.

As you try various methods, remember that spelling drills should be relaxed and as enjoyable as possible. How much practice the student needs will depend on how easily spelling words are learned.

Phonics (Time recommended: 20–30 minutes)

Assignment Booklet: Dictate the following sentences as the student writes them in the Assignment Booklet.

1. A puppy is a baby dog.
2. My kitten sleeps on a pillow.
3. Put the lemon in the basket.
4. I like butter on my popcorn.

Social Studies (Time recommended: 60–90 minutes)

The student learns about life in an Indian community and makes one or all of the recipes listed.

Enrichment (optional)

The student may research other typical Indian foods and dishes.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 12.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

Day 13**Materials You Need Today****General Supplies**

- box containing required materials

Calendar Time (if you are continuing with this activity)

- current month's calendar and other materials

Math Time

- Grade Two Mathematics program

Music and Movement

- CD player
- JEUX D'ENFANTS/Children's Games* CD

Language Arts

- Collections: Tales Near and Far*
- Collections: Amazing Animals*
- local newspaper
- Thematic Assignment Booklet 6B
 - Day 13: Assignment 4

Journal Time

- journal

Silent Reading

- books, magazines, or other favourite reading material

Looking Back

- Thematic Assignment Booklet 6B
 - Day 13: Learning Log

Story Time

- mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 13 in the math program.

Music and Movement (Time recommended: 20–30 minutes)

Play “Sorcerer’s Apprentice” while the student moves to it and “B-A Bay” as the student sings to it a few times today and on Day 14 as a break. In addition, do the stretching activities listed in Day 1.

Language Arts (Time recommended: 60–90 minutes)

The student responds to the selection “A Fairy Tale Comes True.”

The following is a sample of newspaper criteria.

A newspaper article

- is about recent happenings
- tells **who**, **what**, **where**, **when**, and **why** (the 5 Ws)
- sometimes tells **how**
- is written in columns
- has a headline (the title)
- has the reporter’s name (byline)
- tells true facts and events
- shows the date

Print the module number and day (M6D13) on the headline and accompanying picture for submission to the teacher on Day 18.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Dictate the sentences in the Student Module Booklet to the student.

Social Studies (Time recommended: 60–90 minutes)

The student researches an animal from India.

Print the module number and day (M6D13) on the tree diagram and picture of an animal from India for submission to the teacher on Day 18.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 13.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 14**Materials You Need Today****General Supplies**

- box containing required materials

Calendar Time (if you are continuing with this activity)

- current month's calendar and other materials

Math Time

- Grade Two Mathematics program

Journal Time

- journal

Language Arts

- Collections: Tales Near and Far*

Silent Reading

- books, magazines, or other favourite reading material

Social Studies

- Thematic Assignment Booklet 6B
 - Day 14: Assignment 6

Looking Back

- Thematic Assignment Booklet 6B
 - Day 14: Learning Log

Story Time

- mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 14 in the math program.

Journal (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student revises and edits a piece of writing.

Sample of how to revise and edit the tale.

Cinderella was a girl. She was *little*.
 She lived with her stepmother and stepsisters. They were *mean*.
 One day Cinderella got a letter. The letter was from the palace inviting her to a ball. The prince wanted to find a girl. The prince wanted to get married.
 Cinderella had to work on her dress. There wasn't much time for her to work on her *bossy* dress. First, her stepmother told her to wash the floors. She was *bossy*. Next, her older stepsister told her to scrub the fireplace. She was *horrid*. Last of all, her younger stepsister told Cinderella to fetch water. Her younger stepsister told Cinderella to chop wood.
 This tale ends happily for Cinderella. Cinderella married the prince. So the stepmother and stepsisters had to clean the house themselves.

Print the module number and day (M6D14) on the final copy of the revised and edited tale for submission to the teacher on Day 18.

Words I Use Often (Time recommended: 10–15 minutes)

Today's words are *usually* and *play*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

Enrichment (optional)

The student may choose to do either of the following activities:

- Have the student read and compare other versions of the golden fish tale. See the resources list for other versions.
- The student may research goldfish, answering questions such as these:
 - Are there wild goldfish? If so, where are they found?
 - How big do goldfish get?
 - What do they eat?
 - Are they all gold?
 - What is interesting or unusual about goldfish?

The student can search for information on the Internet using www.yahooligans.com—a search engine for children's websites.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Dictate the sentences in the Student Module Booklet to the student.

Social Studies (Time recommended: 60–90 minutes)

The focus is on how needs are met in an Indian community.

Print the module number and day (M6D14) on the list of questions for submission to the teacher on Day 18. Make sure the student's name is on it.

Assignment Booklet: The student answers questions about an Indian community.

Enrichment (optional)

The student may be interested in doing research about specific Indian topics, such as homes, clothing, culture, customs, traditions, or religion. Ask the librarian at the local library to help you search for resources. Also, visit the Internet and search for specific websites about India.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 14.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 15**Materials You Need Today****General Supplies**

- box containing required materials

Calendar Time (if you are continuing with this activity)

- current month's calendar and other materials

Math Time

- Grade Two Mathematics program

Music and Movement

- CD player
- Music and Movement in the Classroom* CD #2
- Music and Movement in the Classroom* booklet

Journal Time

- journal

Language Arts

- Collections: Heartbreak in Beirut*
- Thematic Assignment Booklet 6B
 - Day 15: Assignment 7

Art

- coloured paper
- paint

Silent Reading

- books, magazines, or other favourite reading material

Looking Back

- Thematic Assignment Booklet 6B
 - Day 15: Learning Log

Story Time

- mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 15 in the math program.

Music and Movement (Time recommended: 30 minutes)

Play the recording “Friends” while the student moves and dramatizes the verses a few times today and on Day 16 as a break. In addition, do the stretching activities listed in Day 1.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the selection *Heartbreak in Beirut*.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection *Heartbreak in Beirut* in the Reading Response section of his or her journal.

Canada Is a Good Place to Live

Print the module number and day (M6D15) on the maple leaf writing for submission to the teacher on Day 18.

Assignment Booklet: The student writes sentences using words from the selection.

Enrichment (optional)

The student can make a poster about how to get along with people who are different. The poster should include pictures and words.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Dictate the sentences in the Student Module Booklet to the student.

Language Arts (Time recommended: 30–45 minutes)

Print the module number and day (M6D15) on the letter to a faraway friend for submission to the teacher on Day 18.

Art (Time recommended: 30–45 minutes)

Print the module number and day (M6D15) on the collage illustration for submission to the teacher on Day 18.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 15.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 16**Materials You Need Today****General Supplies**

- box containing required materials

Calendar Time (if you are continuing with this activity)

- current month's calendar and other materials

Math Time

- Grade Two Mathematics program

Language Arts

- Collections: Tales Near and Far*
- Thematic Assignment Booklet 6B
 - Day 16: Assignment 8

Journal Time

- journal

Silent Reading

- books, magazines, or other favourite reading material

Spelling

- Thematic Assignment Booklet 6B
 - Day 16: Spelling Test

Looking Back

- Thematic Assignment Booklet 6B
 - Day 16: Learning Log

Story Time

- mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 16 in the math program.

Journal (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 60–90 minutes)

The following is a sample chart of how to record experiences playing a trick or being the victim of one.

Trick	Effect	How I Felt
My sister hid my new top.	I had to wear my old one to the party.	upset, then angry when I found out
I put a rubber spider in my friend's bag.	When he opened the bag, he jumped and screamed.	upset at first because he seemed angry, but then we both laughed about it

The student reads and responds to “Rumpelstiltskin.”

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 10–15 minutes)

Today's words are **seen** and **morning**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

Spelling (Time recommended: 20 minutes)

Assignment Booklet: Before the student does the spelling test, remove the six words from the Word Wall. Give the student the test for Module 6 spelling words. Do not review the words prior to the test.

Testing in this manner will give a good indication of the child's spelling skill. It is important that these words be stored in **long-term memory**. If the words are practised immediately before the test, you are only testing the child's **short-term memory** of these words.

When giving the test, use the following steps:

1. Say each word clearly.
2. Say a sentence that contains the word, but do not use the word at the beginning of the sentence.
3. Repeat the word.

Following are the words for the test.

thing	whole
hear	heard
toward	five

Phonics (Time recommended: 20–30 minutes)

Dictate the sentences in the Student Module Booklet to the student.

Social Studies (Time recommended: 60 minutes)

The student fills in a data chart with information comparing a community in India to the student's community in Canada.

The following is a sample comparison chart.

	Nita's Community	My Community
Homes	wood and straw roof hut	brick and wood house
Food	rice, chapattis, vegetables, yogurt	fruit, fish, vegetables, beef, chicken
Clothes	light cotton for warm and hot weather	different fabrics for different seasons
Occupations	farmers, teachers, homemakers	many different jobs, such as doctors, teachers, ambulance workers
School	two rooms, sometimes outside	at home or in a school
Recreation	marbles, tops, movies	TV, computer games, hockey, soccer, and many more
Language	Hindi and English	English and others
Climate	hot and dry season, and rainy season	four seasons: spring, summer, fall, and winter

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 16.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 17

Materials You Need Today

General Supplies

- box containing required materials

Calendar Time (if you are continuing this activity)

- current month's calendar and other materials

Math Time

- Grade Two Mathematics program

Music and Movement

- CD player
- Music and Movement in the Classroom* CD #2
- Music and Movement in the Classroom* booklet

Journal Time

- journal

Language Arts

- Collections: Tales Near and Far*
- Rumpelstiltskin finger puppets
- Thematic Assignment Booklet 6B
 - Day 17: Assignment 9

Silent Reading

- books, magazines, or other favourite reading material

Looking Back

- Thematic Assignment Booklet 6B
 - Day 17: Learning Log

Story Time

- mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 17 in the math program.

Music and Movement (Time recommended: 30 minutes)

Provide the student with two rhythm sticks (which can be purchased in a music store), or lummi sticks (25 mm dowelling cut into 30-cm lengths). If you don't have these, use any equal-sized sticks, such as chopsticks, two pieces of wood that the student is comfortable holding (not too long or too wide), two equal-sized rulers, or new pencils. Have the student echo the rhythms you tap out. Sit on the floor with the student facing you. Repeat each of the following several times, as this provides excellent auditory training:

1. Tap a simple rhythm (e.g., tap, tap, taptap, tap) using one stick against a table, a wall, or the floor with the right hand.
2. Tap another rhythm using one stick with the left hand.
3. Using both sticks, tap them on the floor in front of you, to the left, and to the right. Repeat four times.
4. Using both sticks, tap them on the floor in front of you four times; tap the ends together. Repeat four times.
5. Cross your arms in front of you and tap the sticks on the floor.
6. Sequence: tap in front, to the sides, cross and tap the floor. Repeat four times.
7. Flip each stick over and catch it.
8. Sequence: tap the floor in front, then together, then flip and catch the sticks.

Try different patterns. After some practice, allow the student to be the leader and you follow the pattern.

Next, tell the student: Skip in a circle and tap your sticks in front of you. Gallop and tap the sticks above your head. Now side-step while tapping the sticks together on the opposite side of your leading foot.

Consider playing "Friends" while the student taps out the rhythm with rhythm sticks a few times today and on Day 18 as a break.

Language Arts (Time recommended: 90 minutes)

The student responds to the play "Rumpelstiltskin."

This is an example of a chart listing nouns from the tale "Rumpelstiltskin."

Nouns We Know

People	Places	Things
storyteller, miller, daughter, Rose, king, audience, Rumpelstiltskin, messengers, prince	castle, room, kingdom	straw, gold, castle, chair, spinning wheel, necklace, ring, jewels, list, fire

Assignment Booklet: The student labels the pictures with nouns from the boxes.

What's in a Name?

Print the module number and day (M6D17) on the words made from the student's name for submission to the teacher on Day 18.

Enrichment (optional)

The student could do one of the following activities:

- think of a riddle with a noun as the answer
- review an earlier piece of writing to see how many nouns he or she can find

Find out where his or her first name comes from. Visit the following site on the Internet:

<http://www.yourbabysname.com>

Or, you could ask the librarian at your library to help you find books on first names.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Word Recognition Test (Time recommended: 20 minutes)

Remove all the words from the Word Wall.

Assignment Booklet: Give the student the Word Recognition Test. Do not review the words prior to the test.

Point to each word in the Assignment Booklet and have the student read it aloud. Put a check beside the word if the student recognizes it immediately.

If the student has extra words that he or she put on the Word Wall throughout the module, print them on the lines and have the student read each one aloud. Check the ones that are recognized by sight.

Review the words the student did not recognize.

Ask the student to read the words on the white index cards from the stories in the module. They are

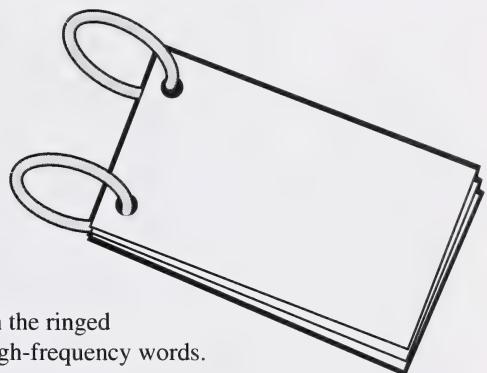
- age, beside, why, joke, poem, cloth, gather, heat, scream, trip, over, fought, brave, war, agree, thousand
- cried, which, peace, around, shouted, gift, woman, money, village, also, friends, long, parents, time, appear, believe, clever, guess, trouble, promise, immediately

You may want to spend some time reviewing the words the student did not recognize from these cards as well.

Add the index cards to the two ringed flip books you began in Module 1:

- one containing coloured cards with high-frequency words
- the other containing theme words or personal-interest words and words from the stories on white cards

Separating the cards in this way will give you the opportunity to focus on mastery of frequently used words, which is crucial to the beginning reader and writer. From time to time, review the cards in the ringed booklets. Your major emphasis will be on the coloured cards, or high-frequency words.

**Phonics** (Time recommended: 20–30 minutes)

Dictate the sentences in the Student Module Booklet to the student.

Language Arts (Time recommended: 60 minutes)

The student makes fingers puppets and performs the play “Rumpelstiltskin.”

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 17.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

Day 18**Materials You Need Today****General Supplies**

- box containing required materials

Calendar Time (if you are continuing this activity)

- current month's calendar and other materials
- Thematic Assignment Booklet 6B
 - Day 18: Assignment 10

Math Time

- Grade Two Mathematics program

Journal Time

- journal

Language Arts

- CD player
- Music and Movement in the Classroom* CD #2
- Music and Movement in the Classroom* booklet
- Canada's Food Guide to Healthy Eating*
- Thematic Assignment Booklet 6B
 - Day 18: Assignment 11

Silent Reading

- books, magazines, or other favourite reading material

Phonics

- Thematic Assignment Booklet 6B
 - Day 18: Assignment 12

Looking Back

- Thematic Assignment Booklet 6B
 - Day 18: Learning Log

Story Time

- mutually chosen reading material

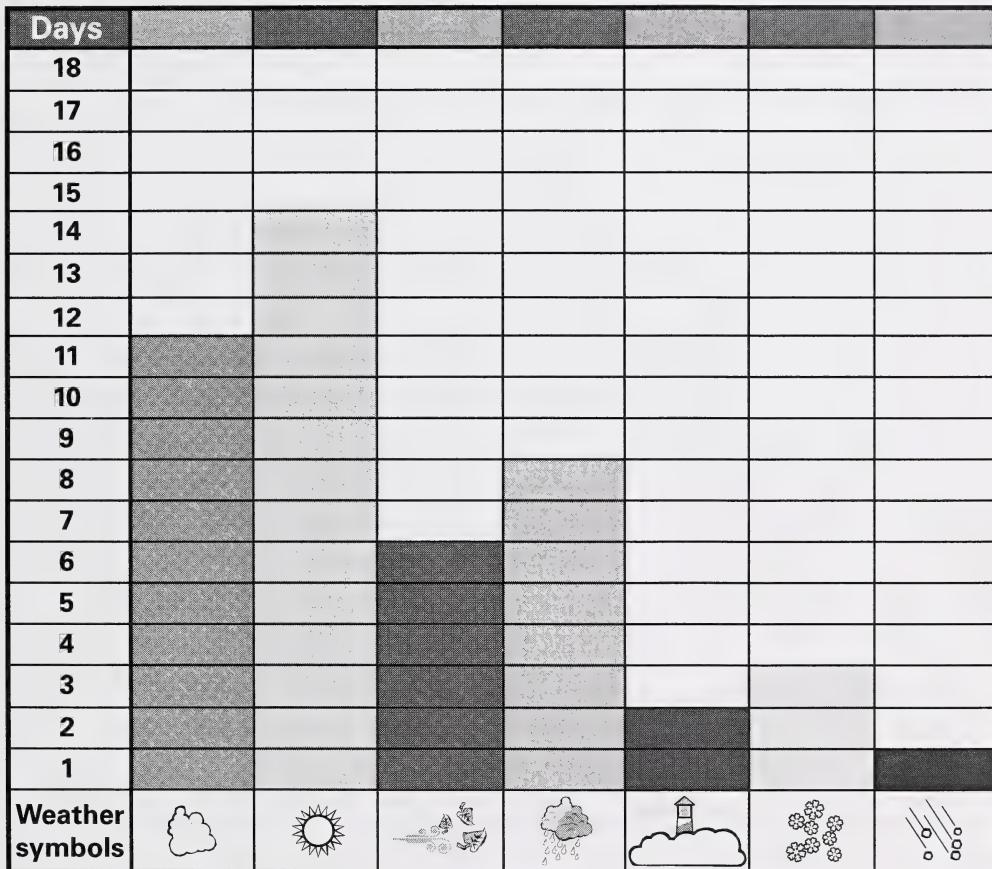
Calendar Time (Time recommended: 30 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

Assignment Booklet: Have the student complete this assignment only if your student continues to work on Calendar Time. Have the student fill in the bars on the graph with a different colour for the total days of each type of weather. For example, if cloudy days are blue, rainy days may be yellow, and so on. Have the student fill in the weather symbols on the graph. Help the student as needed. See the example below.

The Weather for _____

(Fill in the month.)



Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 18 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student listens to and reads the words to the song “The Three Little Pigs Blues.”

Now you and the student can read the song aloud as a chant. Act as the storyteller and read the spoken portion of the lyrics. Ask the student to read the rhyming verses aloud. Encourage the student to read with a definite beat and to imitate the voices of the wolf and the pigs.

Practise reading the song several times and then allow the student to perform it for family members or friends.

Assignment Booklet: The student writes the sentences using words from the story.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Assignment Booklet: Dictate the following sentences as the student writes them in the Assignment Booklet.

1. We went down the river on a raft.
2. I have a desk made of wood.
3. I lost my ring on the swing.
4. She wore a mask to the party.

Health and Life Skills (Time recommended: 60–90 minutes)

The focus is on identifying the risks of overexposure to the sun.

Print the module number and day (M6D18) on the poster for submission to the teacher today.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 18.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with family members or friends.

Send Assignment Booklet 6B and other items for mailing to the teacher now. Use the **Items for Mailing** checklist at the end of Assignment Booklet 6B to assemble all the necessary work.

ASSIGNMENT BOOKLET 6B

Grade Two Thematic
Module 6B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name
Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

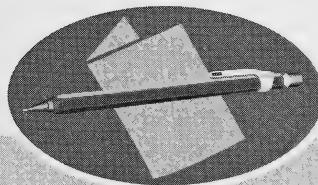
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Two Thematic

Module 6B

Beyond Canada

ASSIGNMENT BOOKLET 6B



Learning
Technologies
Branch

Alberta
LEARNING

Grade Two Thematic
Module 6: Beyond Canada
Assignment Booklet 6B
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

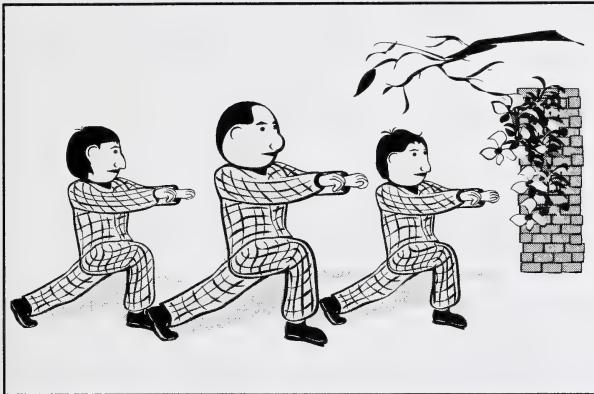
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Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

Assignment 1

This is Wu Yang and his friends practising Tai Chi outdoors in winter.

Draw a picture of you and your friends playing outdoors in winter.



Print your answers on the lines.

1. Name three activities that children in Wu Yang's community do for fun.

- _____
- _____
- _____

2. Why do Yang and his friends mostly play outside?

3. Think about the environment you live in and the environment Yang lives in.

a. Why can Yang play checkers or practise Tai Chi outside all year long?

b. Why can't you do the same thing?

4. Name two ways you could show Wu Yang respect and appreciation for the way he lives.

- _____
- _____

Learning Log

Home Instructor's Comments

What have you observed about the student's geography/map skills? Refer to recent mapping activities. Check yes or not yet.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•recognizes the globe as a model of Earth
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•recognizes that small objects and distances on maps represent larger objects and distances in reality
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•distinguishes between land and water symbols on globes and maps
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•can locate West Africa and China on a map or globe relative to the location of Canada

Add any comments you have about the student's map skills.

Student's Comments

What would you like to tell your teacher about today's lesson?

Assignment 2

Write sentences using the new words **cried**, **shouted**, **which**, **around**, and **peace**. Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

Assignment 3

Complete the web using the information from “Nita’s Community in India.”

Name two activities that children in Nita’s community do for fun.

1. _____

Name two things you have learned about Nita’s house.

1. _____

2. _____

2. _____

How do people in Nita’s community meet their needs?

Name two jobs that people do in Nita’s community.

1. _____

Name two things you have learned about Nita’s school.

1. _____

2. _____

2. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing listening skills?
Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• enjoys listening to stories and other texts
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• generally shows interest in what others have to say
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• remembers details after listening to a story or song
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• enjoys listening to a variety of media (radio, tapes, CD, TV)
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• hears the syllables in phonics work
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• easily follows oral directions

Add any comments you have about the day's work.

Student's Comments

What would you like to tell your teacher about today?

Assignment 4

Write sentences using the new words **gift**, **village**, **woman**, and **money**. Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

Assignment 5

Print the sentences you hear your home instructor say on the lines. Circle the two-syllable words in orange. Did you circle eight words?

1. _____

2. _____

3. _____

4. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing participation skills?
Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• works independently
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• works co-operatively with others
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• stays on task
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• willingly participates in discussions

Add any comments or questions you may have about the student's participation skills or the day's work.

Student's Comments

What would you like to tell your teacher about today's cooking activity?

Learning Log

Home Instructor's Comments

What have you observed about the student's development in reading? Refer to today's "A Newspaper Article" activity. Check yes or not yet.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• answers questions about the format and content of a newspaper article
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• identifies the headline and byline of a newspaper article
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• identifies and describes the 5 Ws of a newspaper article

Add any comments you have about the student's development in reading or about the day's work.

Student's Comments

Day 14 Meeting Needs in an Indian Community

Assignment 6

This is Nita's home.



Draw a picture of your home.



Nita lives in a hut.

I live _____

Print your answers on the lines.

1. Tell two ways your home and Nita's are **similar**.

- _____
- _____

Day 14 Meeting Needs in an Indian Community

2. Tell how your home is **different** from Nita's.

3. Think about the environment where you live. Think about the environment where Nita lives. Tell why your homes are different.

4. Name two ways you could show Nita respect and appreciation for the way she lives.

- _____
- _____

Learning Log

Home Instructor's Comments

What have you observed about the student's development in writing? Refer to the revising and editing activity of this morning. Check yes or not yet.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•joins ideas
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•takes out repeated words
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•changes words
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•reads to check that the revision makes sense
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•checks for capital letters
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•checks for punctuation

If you have questions for the teacher or comments to add, use this space.

Student's Comments

What did you think of how you revised and edited the tale?

Assignment 7

Write sentences using the new words **also**, **friends**, **long**, **time**, and **parents**. Underline the new word in each sentence.

1. _____
2. _____
3. _____
4. _____
5. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's ability to express ideas through movement? Check yes or not yet.

yes not yet • responds to movement suggestions and follows directions

yes not yet • enjoys improvising movements

yes not yet • displays co-ordination and control in movements

Add anything else that you think is important, including questions about the student's movement skills.

Student's Comments

My favourite type of movement activity is

Day 16 Comparing Needs and How They Are Met

Assignment 8

Write sentences using the new words **believe**, **clever**, **guess**, **trouble**, and **promise**. Underline the new word in each sentence.

1. _____
2. _____
3. _____
4. _____
5. _____

Day 16 Comparing Needs and How They Are Met

Spelling Test

Listen carefully to the words your home instructor gives you. Print the words on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's development in social studies?
Check yes or not yet.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• classifies and organizes information on a chart under appropriate headings
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• compares the places being studied with one's own
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• draws conclusions about the effect of the environment on how needs are met
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• draws conclusions about the similarities in the way people meet their needs
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• generates ways to show respect for other people
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• demonstrates appreciation, respect, and tolerance for people in different parts of the world and the variety of ways in which these people meet their needs

Add any other comments about the student's development in social studies.

Student's Comments

What would you like to tell your teacher?

Assignment 9

Label the pictures with the nouns from the boxes.



door
spinning wheel
floor
man
Rose
chair
straw



sun
cloud
tree
king
flowers
castle
queen
path
sky

Word Recognition Test

Read each word aloud.

 young sun example room change answer play turned learn usually top point seen morning against car

If you have chosen special words in Module 6, your home instructor will write them here. Read each word aloud.

 _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Learning Log

Home Instructor's Comments

What have you observed about the student's development in dramatic presentation? Refer to today's puppet play activity. Check yes or not yet.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•uses a puppet for each character
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•includes major events in the tale in order
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•makes each character's voice different
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	•shows feeling through voice

Use this space for additional comments or to ask questions about today's work.

Student's Comments

What would you like to tell your teacher about the puppet play?

Assignment 10 (optional)

Fill in the graph to show the weather you recorded over the 18 days of the module. Count the number of each weather symbol you drew on your calendar. For example, how many days was it cloudy? Colour the days for each type of weather a different colour.

The first three weather symbols have been done for you. Draw in the others on your own.

The Weather for _____

(Fill in the month.)

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							

Assignment 11

Write sentences using the new words **built**, **come**, **first**, and **third**. Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

Assignment 12

Print the sentences on the lines. Circle the words that end in consonant blend **ng** in red, consonant blend **sk** in orange, and consonant blend **ft** in green.

1. _____

2. _____

3. _____

4. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's general development and learning in this module? Space is provided in each section for any comments you might wish to add. Check **yes** or **not yet**.

Calendar

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• knows the days of the week and months of the year
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is aware of time and season
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• completes routine activities independently

Social Studies

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• understands that all people have similar needs, but how these needs are met varies from place to place throughout the world
------------------------------	----------------------------------	---

Reading

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• comprehends material that is read
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses a variety of strategies to figure out new words
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses strategies to comprehend the text

Writing

yes not yet
 yes not yet
 yes not yet

- is becoming increasingly independent when writing
- uses varied strategies to spell an unknown word
- revises, edits, and proofreads own material

Health

yes not yet

- identifies the risks of overexposure to the sun

Student's Comments

What would you like to tell your teacher about your work in this module?

Grade Two Thematic—Assignment Booklet 6B
Module 6B: Beyond Canada
Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Day 10–18

- Thematic Assignment Booklet 6B
Make sure all assignments have been completed, including the Learning Logs.
- two entries from the Personal Writing section of the journal chosen by the student
- two entries from the Reading Response section of the journal chosen by the student

Day 10

- a Chinese custom or festival report
- list of questions to ask Wu Yang

Day 11

- picture of the student's favourite part of "The Red Uniforms"
- picture of the student helping at home

Day 12

- picture from the article "A Fairy Tale Comes True"

Day 13

- fairy tale headline and accompanying picture
- tree diagram giving information about an animal from India (picture optional)

Day 14

- final copy of the revised and edited tale
- questions to ask Nita

Day 15

- maple leaf writing “Why Canada Is a Good Place to Live”
- letter to a faraway friend
- collage illustration
- poster about how to get along with people who are different (optional)

Day 16

- chart comparing how Nita meets her needs in a community in India and the student in his or her community

Day 17

- words made from the student’s name
- riddle with a noun as the answer (optional)

Day 18

- menu for the Big Woods Café
- “Sun Smart” poster